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| **Name of Lesson:** What’s the Weather Like? | | **Materials:** “The Magic School Bus Kicks Up A Storm” by Joanna Cole, weather instruments (thermometer, rain gauge, wind vane), chart paper and marker, graphs/charts to collect weather data, paper, and pencils  **Technology:** weather instruments (thermometer, rain gauge, wind vane) |
| **Standard(s):**  **S1E1. Students will observe, measure, and communicate weather data to see patterns in weather and climate.**  **ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. The student**  **ELA1W2 The student writes in a variety of genres, including narrative, informational, persuasive and response to literature. The student will write a narrative that:**  **Element(s):**  **S1E1.** a. Identify different types of weather and the characteristics of each type.  b. Investigate weather by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal or on a calendar seasonally.  c. Correlate weather data (temperature, precipitation, sky conditions, and weather events) to seasonal changes.  **ELA1R6.** f. Makes connections between texts and/or personal experiences.  **ELA1W2.** a. Begins to capture a reader’s interest by writing a personal story.  b. Begins to maintain a focus.  c. Adds details to expand a story. | | |
| **Identify Desired Results** | | |
| **Enduring Understanding(s):** | **Essential Question(s):** | |
| **Science:**  The weather around me is caused by combinations of different weather events.  **Reading:**  Relating what I learn with a personal experience can help me remember.  **Writing:**  I can communicate information by describing a personal experience. | Why is weather important?  How can I share my experiences?  How can I remember what I read? | |
| **What will students understand as a result of this plan?** | **What questions will focus this plan?** | |
| They will understand that weather is important because it affects everyone and everything. It affects what we wear, what we eat, where we live, etc. | How can I measure weather?  How can I describe weather?  How do seasonal changes affect the weather?  How can I better understand what I read?  How can I make my journal come to life for the reader?  How can I capture the reader’s interest in my journal? | |
| **Determine Acceptable Evidence (Assessment)** | | |
| **What evidence will show that students understand . . .** | | |
| **Performance Task(s):**   * The students will write a journal entry describing their experiences with weather. The students will choose an experience and describe the event in detail. The students will include at least at least 3 sentences describing the weather that occurred. They will use weather data words to describe the season, temperature, sky conditions, and precipitation. They will also include a description using at least 3 sentences to explain what they did during the weather and how they felt when it was occurring. | | |
| **Other Evidence: (quizzes, observation, work samples, etc.)**   * Every day during calendar time, the class will monitor the weather. They will make measurements of the weather also by using a thermometer, a rain gauge, and a wind vane. The teacher will keep a weather word wall up on the wall to add words that the students use to describe weather data collected. The teacher will use observation to assess how the students comprehend the material through questioning. | | |
| Plan Learning Experience and Instruction | | |
| **Given the targeted understandings, other lesson/unit goals, and the assessment evidence identified, what knowledge and skills are needed?** | | |
| **Students will need to know . . .** | **Students will need to be able to . . .** | |
| * About weather and weather data terms. * About the different types of weather and characteristics of them. * How seasonal changes affect the weather. | * Describe a weather event using appropriate terminology. * Gather data using weather instruments. * Create a personal journal that grabs the reader’s attention, focuses on one event, and uses details to make the event come to life for the reader. | |

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| **What teachings and learning experiences will equip students to demonstrate the targeted understandings?** | |
| **Hook:** Have you ever wondered why sometimes it rains and sometimes it’s sunny? Have you ever thought about why it snows or why it thunders? Do you ever think about weather? Well Ms. Frizzle’s class wonders about the weather too so guess what? They go on a field trip to learn more about it! What do we know about weather? What do you think Ms. Frizzle’s class might see on their field trip? | **Prior Knowledge:**   * Seeing weather events occur. * Watching the news and movies. * Observing and measuring weather events and data during calendar time.   **Pre-Reading Activity:**   * The teacher will introduce “The Magic School Bus Kicks Up A Storm” using the hook. The teacher will then ask the students to explain what they already know and have learned about weather. The teacher will write these ideas up on a piece of chart paper titled “Weather Wiz’s”. The students will brainstorm ideas of what they think the students may see on their trip. |
| **Rationale for type instruction(D), (CL), (PB)**  I chose to use the cooperative learning type of instruction for a couple of reasons. I wanted this activity to involve the students and the teacher working together. In this activity, the teacher is a facilitator for learning through reading the story, asking questions, and recording student ideas. The teacher is there to guide the students. I like the cooperative learning method because the students are sharing their understanding of weather and also making predictions using their own knowledge, not the teacher’s. | **During Reading Activity**  **Direct Instruction:**  **Cooperative Learning:**  The teacher will read the book to the students. During the reading, the book introduces causes of weather and a character in the book, Ralphie, uses the bus to control the weather and create different weather events. As the teacher reads, she will pause and give the students time to predict what will happen each time Ralphie changes an element of the weather. For instance, when Ralphie adds heat to the atmosphere, the teacher will give the students a chance to predict what will happen. On a piece of chart paper labeled “Cause and Effect” the teacher will record what Ralphie does on the cause side and then she will record the result of Ralphie’s actions on the effect side.  **Problem Based Learning:** |
| **Differentiation: (needs, interests, abilities of learners)**  The lesson is differentiated for visual learners, auditory, kinesthetic, and the performance task is based on student interest. For the visual learners, this lesson uses actual observations of weather, charts and graphs to record weather data, and chart paper to record student ideas on. For the auditory learners, there is a lot of questioning and discussion about weather and there is also the reading of the book and the discussion that goes along with that. For the kinesthetic learners, there is the measuring and collecting of weather data using the instruments. Finally, the performance task of creating a journal entry to describe a weather event is based on student interest because the students are able to pick a memory that they have of a weather event and they describe what it was like for them. This is a very personal task that can help them to make a connection that is both text to self and text to world through describing a personal experience. | **After Reading**  **Conclude: (Provide Opportunity to Rethink/Revise)**  The teacher will review all of the student’s ideas, including what they knew about weather and they will add to that list if they learned any new information or remember something that they wanted to add to that. The teacher will also review the “Cause and Effect” chart by saying the causes and having the students say the effects.  After the review, the students will be asked to write a journal entry to describe a memorable weather event that they have been through. The teacher will review with them how to focus on only one event and not a bunch of them to draw a reader’s attention, and how to make the event come to life for the reader by adding details. The students can pick any event that they can remember. The teacher will share an example with them. |

**Reflect:**

* **What went well?**
* **What would I modify?**
* **What learners increased their knowledge of subject matter?**

**Did my assessment meet my goals to guide future instruction in this area?**